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ABSTRACT

Effective schools research affirms that good principal managerial and leadership skills are important to motivating teachers. A literature review reveals that early organization-behavior theory was dominated by the scientific-management movement in which the worker is a passive instrument of management. This was followed by increased concern with human motivation in organizations. Human-relations theory challenges the assumption that workers are motivated only by economic gain. Other research examined the human-resources model, contingency theory, and the nature of personnel management. Research suggests that administrators need to give teachers opportunities to perform professionally, perceive their role as important, and value improvement. Personal responsibility through participation in decision making and policy formulation motivates teachers and improves teachers' self-image. A survey of 30-40 graduate students at Chicago State University (Illinois) used a "Teacher Morale Survey" developed by the American Federation of Teachers to test the effect of principal leadership style on staff motivation. The results showed that teachers who work under democratic and transactional administrators do not have a significantly higher motivational level than those who work under dictatorial administrators. Further research is needed in this area utilizing a different instrument. (Contains 19 references.) (JPT)

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The Effectiveness of Principal Leadership Style on Teacher Motivation

Kevin Gallmeier

Improving teacher motivation is a continuing concern of educational leaders . The importance of good leadership at the school building level and the effect of certain managerial and leadership behaviors of the principal are both explicit and implicit in the professional literature and research. Recent effective schools research is simply a reaffirmation of this.

The early work of Halpin and Croft on elementary school climates, Goldhammer's study of the elementary school principal for the NAESP in the 1960s, and the Peterfreund studies of about the same time, among others, all established the critical nature of principal behavior in the effective school. More recently the work of Edmonds, Brookover, Lezotte, and others have singled out the principal as the most significant individual in the creation of an effective school.

Consequently, additional research with improved designs is needed to replicate previous studies. The current study would not only add to the state of knowledge in this area, but fill a much needed information gap on the effect of administrative styles on group climate and group achievement. It is hoped the findings will provide insight into ways of improving group climate and group achievement. The results of the present study will be of value to teachers, administrators, teacher-educators and parents. Given the proper information, educational administrators can examine the role of the principal as a leader and as a manager.

REVIEW OF LITERATURE

During the early part of the twentieth century, organization behavior theory was dominated by the scientific management movement. Under this approach, the worker in the organization was assumed to be a passive instrument of management. Motivation was not conceptualized as a serious problem since members of the organization were assumed to be motivated by the goal of economic gain.

The second quarter of the twentieth century was characterized by a growing concern with human motivation in organizations. As a result of the research coming out of the human relations movement, theorists were beginning to challenge the assumption that workers were only motivated by the desire for economic gain. For example, evidence from the famous Hawthorne Studies (Roethlisberger and Dickson, 1947), among others, led to the conclusion that the way workers felt about themselves, their fellow workers, and their organization were important factors in production effectiveness and efficiency. This did not

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mean that economic factors and production methods were not important, but it did establish the importance of human dimension.

Miles(1965) challenged the human relations approach and advocated the human resources approach. Miles made the point that in the human relations model, management is involving members in order to achieve decisions that will be carried out in an efficient and effective way.

Miles(1965) indicated that the human resources model is built on the assumption of organization members as important sources of ideas, problem solvers, decision makers and controllers. The purpose of participation is to utilize these important human resources and improve organizational decision making, performance, and control. He suggested that self-control and self-direction should grow in accordance with the growing competence of members of the organization.

The human resources model seems particularly appropriate for the educational organization for many reasons. First, the workers (teachers) of the organization are highly trained professionals who normally operate from a broad base of experience. Second, they often have a great deal of autonomy and freedom to operate their classes in their own way. Third, they are held accountable for the result of their teaching activities. Fourth, a group of students provides for a dynamic and unique situation that requires a great amount of local control, creative decisions, and adaptations.

McGregor (1960) developed the thesis that the nature of personnel management practices is largely the result of the assumptions that management makes about the human beings in the organization. He developed and compared two sets of contrasting assumptions that he labeled theory X and theory Y. In both, it was assumed that management had the responsibility to structure the elements of the organization so as to facilitate the achievement of organizational goals.

In theory X, it was assumed that management needed to direct, control, and modify the behavior of members in order to meet the needs of the organization. It was assumed that without this active effort to control, coerce, manipulate, and closely supervise, workers would be passive, indifferent, or even actively alienated from the organization. This proposition was based on the following assumptions about people (McGregor, 1957):

1. Lack ambition.
2. Dislike responsibility.
3. Prefer to be led.
4. Are self-centered.
5. Prefer to remain in old ruts.
6. Are gullible and less than bright.

Theory X took a form ranging from the hard to the soft approach. The hard

approach was more direct and aggressive and often involved coercion and threats of withholding rewards. The soft approach was indirect and permissive, with emphasis on harmony and happiness.

McGregor felt that the application of these practices "whether 'hard' or 'soft'" was often dysfunctional and inappropriate and, in many instances, resulted in poor performance and reduced effectiveness and efficiency.

McGregor (1957) insisted that management, operating under theory X assumptions, was generally ineffective because of the attempt to motivate people through control, salary, fringe benefits, security, threat of withdrawal or promise of increased rewards (based on an assumption of predominance of physiological and security needs) when, in fact, these needs were largely satisfied and no longer strong motivations. Actually, people in organizations had reached a stage where their social esteem, and self-fulfillment needs were dominant and not being met and therefore, they felt frustrated, discontented, alienated and poorly motivated. He advocated a different theory of personnel management based on different assumptions, which he called theory Y (McGregor 1957):

1. The administration is responsible for allocating money, materials, equipment, and people to accomplish the goals of the organization.

2. Employees are not by nature passive or resistant to organizational needs unless the organization has encouraged such passive or resistant behavior.

3. Employees are by nature self-motivated, have inherent potential for development and capacity for assuming responsibility, and are ready to direct their own goals toward those of the school system.

4. The essential task of the administration is to arrange for situations and methods of operation so that employees' personal goals are most easily achieved when efforts are directed toward school system goals.

Essentially, McGregor is advocating an approach to management based on the human needs of belonging, esteem, and self-actualization. It is the responsibility of management to provide the structure that will make it possible for people to feel accepted and valued, and to feel that they can best work toward their own goals by working toward organizational goals.

This approach is certainly consistent with the human resources approach advocated by Miles (1965). Both authors assume a broad base of human competence in the organization, which needs to be utilized. It is through the process of utilization of human potential that it is possible to achieve more effective decisions and

implementation and, therefore, better-motivated and better-performing personnel. These assumptions are particularly appropriate to the educational oganization since the management and work of the organization is done by highly trained professionals in a structure that provides autonomy, flexibility, accountability, and goals and processes that require creative and adaptive responses to a changing environment.

Morse and Lorsch (1970) studied four contrasting corporations and suggested a new set of assumptions that they called "contingency theory," which emphasized that there is not one best pattern of organization, but rather that effectiveness is contingent on the fit among the organizational structure, the needs of the people involved and the nature of the task. They also found that individuals in effective organizations showed significantly increased feelings of competence.

Herzberg (1959) made an intensive study of motivation in industrial organizations. Using a technique of content analysis of stories over periods of high and low morale in workers, he found that workers with positive feelings have about their work a sense of personal worth and self-fulfillment, and that these positive feelings were related to achievement, recognition, responsibility, and the work itself. Job dissatisfiers were found to be factors defining the context in which the work was done, such as physical surroundings. supervision, and company policies. The elimination of dissatisfiers did not lead to high satisfaction since high satisfaction was a function of other factors.

Hahn (1961) did a similar study in the U.S. Air Force and got results that tend to support the Herzberg findings. The "stories" describing the "good day" situations tended to fall in the self-realization category and included such factors as "recognition," productive self-effort, sense of belonging, and cooperative effort. Dissatisfying experiences were generally associated with the general job environment category.

The studies of the motivation of teachers have produced similar findings. Ralph Savage (1967) made a study of teacher satisfaction and dissatisfaction in the educational setting. His results generally supported the findings of the Herzberg study. Achievement, recognition, and the work itself were found to be the factors that lead to teacher satisfaction. Interpersonal relations with students was, however, also found to be a factor in achieving satisfaction for teachers.

Sergiovanni (1967) found that while achievement, recognition, and responsibility were statistically significant contributors to teacher satisfaction, the absence of these factors was not found to contribute to dissatisfaction. The factors found to be significantly related to teacher unhappiness included interpersonal relations with subordinates, supervisors, and peers, as well as with technical supervision, school policy, administration and personal life.

Teacher participation in decision making has been broadly advocated as a process

for improving teacher satisfaction, and the quality and implementation of decisions. Mohrman, Cooke, and Mohrman (1978) studied participation in decision making in educational settings. They found that the multidimensional approach to teacher participation in decisions can improve job satisfaction. Participation in decisions related to the technical domain resulted in greater extrinsic and intrinsic teacher satisfaction as well as to less role ambiguity. However, participation in decisions related to the managerial domain was not found to be associated with extrinsic and intrinsic satisfaction. It appears that teacher satisfaction is not just a function of participation in decision making but, rather, depends on the nature of the decision under consideration.

Forsyth and Hoy (1978) did a study of isolation and alienation in educational settings. They found that members who are isolated from any one of the following - persons in authority, influentials, friends, or respected co-workers - are likely to be isolated from others. Administrators were found to be less likely to be alienated than those individuals who were not in administrative positions. Interestingly, isolation from formal control and perceived influentials was not related to work alienation. However, isolation from respected co-workers and isolation from friends were both related to work alienation. It appears that respected colleagues and friends are sources of recognition and help fulfill social and psychological needs of teachers.

Holdaway (1978) did a study of a sample of teachers in Alberta, Canada, to determine the relationship between their overall job satisfaction and certain facets of their job situations. It was found that overall satisfaction was most closely related to achievement, career orientation, recognition and stimulation. "Working with students" again appears as a major source of satisfaction. This item was most often included in the free responses. The study provided general support for the Herzberg studies.

The studies of leadership style and its effect on teacher motivation have shown the behavior of the leader to be an important factor in group effectiveness. Research also shows that it is only one factor among many.

Levin and Lippitt (1938) and White and Lippitt (1960) did some earlier studies to investigate the effects of democratic, autocratic, and laissez-faire patterns of leadership on group climate and group achievement. A large number of studies followed. The results are mixed. Stogdill (1974) conluded that the evidence does not show that democratic leadership increases production. However, the evidence is strong that democratic leadership is positively related to group member satisfaction. Some investigators compared group-member-centered and task-centered leadership. Out of 28 studies reported by Stogdill (1974), nineteen showed a positive relationship between follower-oriented leaders and production, and nine studies showed either a zero or negative relationship. The evidence was even stronger in favor of follower-oriented leaders and the satisfaction of their followers, but there were still a large number of cases at variance with the theory.

The evidence is beginning to form that there may not be one best style of leadership behavior.

There is considerable evidence that administrators who seek to release the potential of organization members need to produce opportunities for teachers to feel more adequate as professionals, to see greater significance, possibilities, and responsibility in their role, and to perceive the situation as one in which improvement is not only possible but highly valued. Teachers need to feel that their contribution to the achievement of organizational goals is recognized and valued. A friendly pat on the back is nice, but far from adequate. What is essential is a positive logistical and psychological support system as the teachers "pushout" to explore and test new approaches to teaching. When the effort is complete, a sense of personal achievement of a job well done is essential. Words of praise are not enough, rather, definitive feedback on the outcomes of their teaching effort is required.

A sense of personal responsibility contributes to high satisfaction and motivation. An opportunity to participate in appropriate decision making and policy formulation contributes to a sense of responsibility to carry them through to fruition. Further, faculty should be used for official leadership responsibilities on an ad hoc basis, according to expertise, and with appropriate authority. Activities, such as these contribute to the teacher's sense of worth, self-concept, and personal well being.

Therefore, the purpose of the study is to determine the effect of Principal leadership style on staff motivation.

PROCEDURES

Population/Sample:

Subjects for this study will be selected from the population of graduate students in the Research in Educational Administration course offered at Chicago State University, Chicago, Illinois; 30-40 students will be randomly selected.

Method of Data Collection:

The sample was administered a Teacher Morale Survey developed by the American Federation of Teachers. Permission was obtained from the professor of the graduate course and the participants. The pretest-posttest control group design was used.

Instrument:

The instrument used will be the Administrative Style and Teacher Morale Survey developed by the American Federation of Teachers, consisting of 26 items - 19

positive and 7 negative statements about teacher morale and motivation. Subjects will be asked to rate the statements on a 4 point scale from 4 (very frequently occurs) to 1 (rarely occurs).

TREATMENT OF DATA

The findings will be tabulated in terms of means and standard deviations. The Pearson Product-Moment Coefficient Test will be employed at the .05 level of confidence to determine the statistical significance of the findings.

RESULTS

Using the Pearson Product-Moment Coefficient, a survey was conducted to determine if there was a statistically significant correlation between administrative styles and teacher motivation. Table I summarizes the statistical analysis.

Correlation Between Administrative Style and Teacher Motivation

TABLE I

Statistic	Value
N	45
dX	137.00
dY	119.00
dX}	455.00
dY}	357.00
Mean of 'X' Scores	3.04
Mean of 'Y' Scores	2.64
dXY	360.00
Pearson's g	-0.06
d	43

Significant at .05 level of confidence

N = number of graduate students surveyed
X = administrative style
Y = teacher motivation

Table I indicates that there is not a statistical correlation between administrative styles (X group) and teacher motivation (Y group). The X group scored a mean of 3.04, suggesting that the majority of the students surveyed work under a dictatorial administrator. The Y group, with a mean score of 2.64, indicates that the motivational level of those students working under a domineering administrator was just as high as those who work for a democratic and transactional administrator.

Overall, the data from this study leads to the acceptance of the Null hypothesis: Teachers who work under democratic and transactional administrators will not have a significantly higher motivational level than those who work under laissez-faire or dictatorial administrators. The study tends to agree with Stogdill (1974) studies which concluded that there may not be one best style of leadership behavior.

This study points to the need to continue such research in this area, utilizing a different instrument. Further refinement of the study by Stratified Sampling may indicate different results for different levels of education (elementary and secondary teachers), age, sex and experience of the teachers, location and/or type of school and gender of the administrator.

The research already reviewed indicates, however, that the Principal is the most significant individual in the creation of an effective school. More research is necessary to refine the role of the Principal as a leader and as a manager.

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